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ABSTRACT

This document presents information to help Australian employers of apprentices and trainees to get the most out of training. The following are among the areas of personnel management and training for which guidelines are offered: (1) inducting employees, introducing them to the job, and inspiring them by explaining how their job fits into the big picture; (2) factors in determining wages and conditions of employment; (3) characteristics of safe workplaces and employee responsibilities related to occupational safety and health; (4) supervision and monitoring, and characteristics of a good workplace coach (taking a personal interest in the apprentices/trainee's development; communicating well and developing a rapport; providing feedback and progress reports; and being a good role model); (5) determining appropriate levels of supervision; (6) characteristics of good training (demonstrating how jobs are done; explaining how and why they are done; allowing time for practice; watching, coaching, encouraging, and correcting; providing variety in training; and motivating); (7) the importance of completing required paperwork; and (8) reviewing and evaluating the training process and apprentices/trainees' progress. A list of 10 commonly used training-related terms and a list of responsibilities of employers, apprentices/trainees, and selected Australian organizations involved in overseeing or providing training are included. (MN)

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GETTING THE MOST OUT OF TRAINING

For employers working with apprentices and trainees

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The following communication support materials were produced by AMES for the Australian National Training Authority:

- Getting the Most out of Training
- So You're a Workplace Coach
- Tips on Training for Employers
- Making the Most of your Training.

Further resources for supporting apprentices and trainees can be found in the *New Apprenticeships Support Networks Information Kit* available from DETYA Training Reform Section (02) 6240 9588.

GETTING THE MOST OUT OF TRAINING

A booklet to support employers who are employing apprentices or trainees

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Get ready...

Training helps you

- stay ahead of the competition
- effectively deal with high staff turnover or skill shortages
- utilise new technologies
- keep your customers happy.

It helps if you can explain to your apprentice/trainee why you believe in training.

What do you need?

- think about the job the apprentice/trainee will do in your work place
- think about the work skills required for this job

This will help you choose the right training provider and Training Plan.

Choosing a training provider

You may choose a Registered Training Organisation (RTO) that best suits your training needs. Your State/Territory Training Authority and/or New Apprenticeships Centre can assist you to find an RTO.

Training Plan

Make sure you discuss and agree upon a suitable Training Plan with the apprentice/trainee and the RTO. The Training Plan outlines who will deliver the training and when and where your apprentice/trainee needs to go.

You need to think about how the training will be delivered.

It can be:

- on the job
- in a classroom at your workplace
- at the RTO
- using support materials

  or
- a combination of these

Treat the Training Plan as a working document. A plan is a flexible document – talk to your RTO at any stage during the training.

A Sample Training Plan is provided in the booklet 'Making the most of your training – Tips and ideas for apprentices and trainees' on page 20.

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Get ready...

Try asking the following questions in order to choose your RTO:

What

Can the RTO offer all the competencies relevant to my organisation s needs?
Think about
Which qualification best suits my organisation's needs?
Which units from the qualification are important for my organisation?

What training will I have to provide in the workplace?
Think about
How will I do this?
Who will train and supervise?
Will production schedules, timelines and peak periods interfere with this?

When

When can the RTO deliver their part of the training?
Think about
Does this fit with my work schedules?
How much flexibility is there with training times?

Where

Where does the RTO do the training?
Think about
Can the apprentice/trainee get to this location easily?

Who

Who will assess the apprentice/trainee?
Think about
Who is the qualified assessor?
What role will I play in assessment?

How

How much class work will the apprentice/trainee need to complete/attend?
Think about
Is this enough?

Are there support materials for the apprentice/ trainee to work on at their own pace?
Think about
Can the apprentice/trainee cope with these support materials?
Who will check if the work is completed?

Does the RTO provide a training record for the apprentice/trainee?
Think about
How will this be used?
What is my responsibility with regard to keeping records?

How will I know if my apprentice/trainee is going okay?
Think about
How often would I like feedback and progress reports on my apprentice/trainee?

How will the RTO involve me and my apprentice/ trainee in developing the Training Plan?
Think about
What details do I want to include in the Training Plan?

What help can the RTO provide if my apprentice/ trainee has problems with reading, writing or maths?
Think about
What level of reading, writing and maths is required on the job?
Does the RTO take this into account when designing the teaching and learning materials?

Get set ...

Induct, introduce and inspire
Induct, introduce and inspire your apprentice/trainee. New employees and especially those in training would like to know how their job fits into the big picture. Help them understand their job and how it fits in with the organisation and the industry.

Make sure your apprentices/trainees:
- have a clear understanding of your work expectations and of their responsibilities in undertaking the training
- are inducted, including occupational health and safety training in the workplace
- understand the wages and conditions of their employment
- are introduced and welcomed to the staff
- have a clear idea of further training and employment options available to them.

Wages and conditions of employment
Apprentice/trainee's wages vary according to years of school completed, years of training, the type of apprenticeship/traineeship and the industry or job. Treat the apprentice/trainee the same as all other employees.

You should inform the apprentices/trainees of their wages and conditions of employment. Include this as part of their induction program.

Occupational health and safety
Health and safety at work is vital, particularly for apprentices/trainees. Every workplace has specific health and safety requirements that must be applied by legislation. Occupational health and safety must start on day one.

A good workplace will:
- provide a safe workplace free from verbal, physical, racial and sexual abuse
- have an Occupational Health and Safety Policy
- conduct an induction program for apprentices/trainees
- display relevant warning signs in appropriate positions in the workplace
- perform regular workplace safety checks.

Make sure your apprentice/trainee can:
- perform tasks safely
- handle all equipment, machinery and dangerous products such as chemicals safely
- identify and report any potential risks
- use safety equipment such as gloves, clothing, masks, boots and glasses.

To find out more contact:
Wageline on **1300 363 264**
or contact your local New Apprenticeships Centre

The National Code of Good Practice explains your responsibility to provide a safe work environment. Contact your New Apprenticeships Centre for further information or to find a New Apprenticeships Centre call **1800 639 629** or visit the website at **www.newapprenticeships.gov.au**

Get set ...

Supervision and monitoring — the workplace coach
Be active in monitoring and managing the training. Employers are advised to nominate a workplace supervisor to the apprentice/trainee. It is also recommended to adopt a coaching or mentoring arrangement.

It's a good idea to assign the apprentice/trainee to someone who will:

- take a personal interest in the apprentice/trainee's development
- communicate well and develop a rapport
- provide feedback and progress reports
- be a good role model.

The booklet 'So You're a Workplace Coach' explains the role of a workplace coach and provides some useful tips.

How much supervision?
Apprentices/trainees require appropriate levels of supervision. The National Code of Good Practice outlines your responsibilities to provide appropriate levels of supervision for your apprentice/trainee.

To determine the appropriate level of supervision required for your apprentice/trainee consider the:

- level of training being undertaken
- industry you belong to and your workplace
- equipment and methods you use for work and training
- health and safety regulations for your workplace.

Assign a workplace coach who has the appropriate qualifications, knowledge and skills required.

Incentive payments
You may be eligible for Commonwealth and State/Territory Government incentive payments. These help reduce the cost of training.

In the first instance refer to your State/Territory Training Authority or RTO for further information. Contact your local New Apprenticeships Centre for further information or to find a New Apprenticeships Centre call **1800 639 629**.

Contact your local New Apprenticeships Centre for further information, or to find a New Apprenticeships Centre call **1800 639 629** or visit the website at **www.newapprenticeships.gov.au**

Go...

The training
Good training means:

- demonstrating how jobs are done
- explaining how and why they are done
- allowing time for the apprentice/trainee to practise
- watching, coaching, encouraging and correcting
- providing variety in training where possible
- motivating.

Variety in training
Variety builds confidence and enables the apprentice/trainee to apply their skills in different situations. If your organisation is highly specialised consider employing the apprentice/trainee through a Group Training Company so placements in other organisations can occur.

Regular progress reports
Monitor and manage your apprentice/trainee's training. Some things you can do include:

- contact the RTO. Don't wait for official reports for feedback
- ensure regular contact with the workplace coach or supervisor and apprentice/trainee – make times in your diary.

Encourage and correct
Provide feedback to your apprentice/trainee.

Feedback will help you:

- provide a measure of progress and success
- fine tune the apprentice/trainee's skills
- motivate the apprentice/trainee to perform better.

Finish

Completion forms
Ensure you sign off and complete all paperwork at the completion of training.

Contact your New Apprenticeships Centre or STA for advice.

Where to next?
Review and evaluate the training process. Involve the apprentice/trainee and the workplace coach in the process.

Consider:

- did the outcomes of the training fit with your reasons for training?
- what worked?
- what didn't work?
- what would you do differently next time?
- can the apprentice/trainee progress to the next certificate level?

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Training talk

Workplace supervisor
A training manager who will ensure the apprentice/trainee is provided with the opportunities to master the skills and competencies required for their job and training program.

Workplace coach
Person chosen to coach, teach, train, mentor, monitor and guide the apprentice/trainee.

In some workplaces the workplace supervisor and workplace coach are the same person.

Assessor
The person(s) responsible for assessment who will determine whether your apprentice/trainee is competent. This person(s) must be qualified. Assessment is organised by the RTO.

On the job training
Instruction, practice and feedback conducted in the workplace.

Off the job training
Conducted away from the worksite, at an RTO, in a classroom at your worksite or outside your organisation.

Training Plan
A document that details the training to be conducted, the method and location.

Negotiated between you, the training organisation and the apprentice/trainee.

Training Package
A national resource that consists of both compulsory and elective competencies that makes up national qualifications. Training Packages also include guidelines for assessment and may also include assessment materials and learning strategies.

Unit of competency
National industry approved standards that outline the knowledge and skills necessary for effective performance in the workplace.

Workplace assessment
Collecting evidence and determining if the apprentice/trainee is competent in an industry environment.

Recognition of current competency
The process of formally recognising current skills, knowledge and competencies already acquired through either formal or informal learning.

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Who's who of training

The National Code of Good Practice outlines the responsibilities of employers and apprentices/trainees. Contact your New Apprenticeships Centre for a copy.

Employers
- meet legal obligations
- provide a safe working environment
- support the structured training
- provide supervision and support
- advise trainees of their rights and responsibilities.

Apprentices/trainees
- commit to work and training responsibilities
- require consent from a parent/guardian if less than 18 years of age
- participate in developing a Training Plan
- maintain a record of training.

State Training Authority — STA
Regulates apprenticeships/traineeships in your state or territory. The STA monitors the quality of training, approves RTOs. In addition the STA may:
- advise employers and apprentices/trainees on rights and obligations
- approve early completions, variations to Training Contracts, suspensions and cancellations
- provide field officers to solve problems between employers and their apprentice/trainees.

Apprenticeship/traineeship field officers
The State Training Authority in your state/territory may provide Field Officers to assist to solve problems between employers and their apprentice/trainees.

Registered Training Organisation — RTO
Also called the Supervising Registered Training Organisation (SRTO). They can:
- assist you and the apprentice/trainee to select an appropriate training program
- explain the requirements of the training program
- provide advice on fees and charges
- design training plan that meets your needs
- provide training records and training materials
- train the apprentice/trainee and assist you to make sure training is completed
- visit your workplace to check progress
- provide additional learning support if required
- issue qualifications.

New Apprenticeships Centres
Provide free information and advice on:
- available Commonwealth and State Government incentives
- completing and lodging incentive forms
- general information about apprenticeships/traineeships
- selecting the appropriate training
- selecting appropriate RTOs
- rights, responsibilities and obligations
- completing a training contract.

Group Training Company — GTC
Also known as Group Training Organisations (GTO), these companies employ apprentices/trainees and hire them out to 'host' employers while they are undertaking their training. Group training allows you to become involved in training without the commitment of full-time permanent employment.

The GTC will:
- screen and recruit applicants
- handle wages, payroll tax and workers compensation under the Training Contract
- arrange the training
- monitor the progress of the new apprentice/trainee
- provide your organisation with a new apprentice/trainee without a long-term employment contract.

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Getting the Most out of Training

A booklet to support employers who are employing apprentices or trainees.

It provides information on:

- working with training providers
- organising the training
- where to get assistance
- commonly used terms

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